



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3025 W. McDowell Road, Phoenix, AZ 85009

Isaac Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Miss Amanda Guerrero
Schedule : 07:00 AM to 04:30 PM
Grades : K-5
2005 Enrollment : 439
Web Address : www.isaacschools.org
Phone Number : (602) 442-2800
Fax Number : (602) 442-2899
E-mail : aguerrero@isaacschools.org

Mission

Esperanza is committed to improving student achievement of Arizona State Standards by providing a standard-based instructional program using scientifically-based researched programs. Goals include increasing parent education and involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading by implementing a comprehensive reading program based upon scientific research contained in the National Reading Panel's Report, Teaching Children to Read.
- ü Develop a comprehensive professional development program to increase student achievement of English language learners by focusing on the implementation of effective sheltered instruction as measured by the Sheltered Instruction Observation Protocol.
- ü Integrate parents and community. Monthly Library Nights are held to involve parents in their child's academics. Twice monthly "Coffee with the Principal" is held with parents to increase communication and parental involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 445
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- Ü Standards-based Instruction/SRA Reading
- Ü Full Day Kindergarten Program
- Ü Sheltered English Instruction
- Ü Parenting Program/ESL Classes
- Ü Character Education
- Ü ScottForesman Reading
- Ü Houghton Miffling Math/Social Studies
- Ü Harcourt Brace Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Esperanza staff is responsible for meeting the requirements established by the No Child Left Behind Act of 2001 by providing students with a scientifically researched-based instructional program, standards-based instruction and frequent assessment.

Parents

Parent responsibilities include being a partner in educational program by holding their children accountable for mastering the Arizona State Standards, monitoring daily homework, attending parent teacher conferences and parent education programs.

Transportation Policy

Transportation is provided for students in Kindergarten through second grade who live north of McDowell Road and south of Holly Street. Parents of children attending under open enrollment are responsible for providing their child's transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Project GOAL (Grade One At the Library)	2004
Ü Radio Unica Student Recognition Program	2004
Ü Hispanic Teacher of the Year	2003
Ü Westmar - Best of the West - Esperanza Project Leap	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	955	79306	99	100	99	419	428	445	25	16	10	27	24	18	45	51	51	2	9	20
All Students (Prior Year)	69	975	75509	100	100	100	484	509	521	24	15	13	36	28	23	32	34	33	8	22	31
Female	30	477	38691	97	99	99	425	426	446	19	16	10	19	25	18	62	52	52	0	7	20
Male	37	479	40583	100	100	99	413	430	445	31	16	11	34	23	18	31	50	50	3	10	21
African American	--	21	4041	--	100	99	--	405	426	--	36	17	--	45	23	--	18	50	--	0	10
Hispanic	65	896	32869	98	100	99	419	427	429	24	16	15	28	24	25	46	51	51	2	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	429	419	NC	25	19	NC	0	30	NC	75	45	NC	0	6
White	--	26	36197	--	100	99	--	452	463	--	9	5	--	9	11	--	64	53	--	18	31
Students with Disabilities	NC	104	10321	NC	100	100	NC	372	389	NC	34	30	NC	35	27	NC	30	34	NC	0	9
Students without Disabilities	58	852	69060	97	100	98	422	436	454	23	13	7	23	22	17	51	54	54	2	10	22
Limited English Proficient Students	40	596	15509	100	100	100	420	422	406	26	17	20	28	26	30	44	50	45	3	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	938	39415	99	98	96	419	431	431	25	16	15	27	24	25	45	51	50	2	9	10
Non-Economically Disadvantaged	--	18	39966	--	0	100	--	64	459	--	0	6	--	50	12	--	50	52	--	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	956	79395	100	0	99	417	421	446	18	16	9	36	36	25	45	45	55	0	2	11
All Students (Prior Year)	69	973	75492	100	100	100	502	509	519	27	17	12	12	18	16	54	49	47	8	16	24
Female	31	478	38743	100	0	100	428	423	451	8	14	7	42	37	24	50	46	57	0	3	12
Male	37	479	40618	100	0	99	408	419	440	28	19	11	31	35	27	41	44	53	0	2	9
African American	--	21	4052	--	0	100	--	404	434	--	18	11	--	64	29	--	18	54	--	0	6
Hispanic	66	897	32915	100	0	99	418	420	426	19	17	15	35	36	35	46	45	47	0	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	421	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	--	26	36221	--	0	99	--	455	465	--	0	4	--	27	15	--	59	63	--	14	17
Students with Disabilities	NC	104	10331	NC	0	100	NC	361	388	NC	46	25	NC	32	37	NC	21	34	NC	0	4
Students without Disabilities	59	853	69139	98	0	99	424	429	454	11	12	7	38	37	24	51	49	58	0	2	11
Limited English Proficient Students	40	596	15545	100	0	100	417	412	399	18	20	21	33	39	42	49	40	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	68	939	39484	100	0	96	417	424	429	18	16	14	36	36	35	45	45	47	0	2	4
Non-Economically Disadvantaged	--	18	39986	--	0	100	--	60	461	--	17	4	--	33	16	--	50	63	--	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	951	78869	100	100	99	446	437	442	5	6	6	24	21	21	64	66	63	7	6	10
All Students (Prior Year)	68	966	75053	100	100	99	587	601	597	8	6	7	15	13	12	73	71	72	4	11	9
Female	31	478	38536	100	100	99	475	449	458	0	5	4	19	18	15	65	68	67	15	10	14
Male	37	474	40302	100	100	99	420	426	428	10	8	8	28	25	26	62	65	60	0	3	7
African American	--	21	4015	--	100	99	--	433	430	--	0	8	--	27	24	--	73	61	--	0	7
Hispanic	66	892	32606	100	100	98	446	437	426	6	6	8	24	22	27	63	66	60	7	7	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	422	423	NC	13	9	NC	0	26	NC	88	61	NC	0	4
White	--	26	36078	--	100	99	--	455	459	--	5	4	--	9	16	--	77	66	--	9	14
Students with Disabilities	NC	105	10246	NC	100	100	NC	341	367	NC	23	18	NC	41	39	NC	35	40	NC	1	4
Students without Disabilities	59	847	68697	98	99	98	460	451	454	0	4	4	23	18	18	68	71	67	9	7	11
Limited English Proficient Students	40	591	15339	100	100	100	445	429	399	5	8	11	23	23	31	69	65	54	3	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	934	39106	100	98	95	446	440	427	5	6	8	24	21	28	64	66	59	7	6	5
Non-Economically Disadvantaged	--	18	39837	--	0	100	--	69	457	--	0	4	--	33	14	--	67	67	--	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	916	78906	100	100	99	489	474	498	12	21	13	30	29	19	47	44	48	11	7	20
All Students (Prior Year)	64	890	76019	100	100	100	467	465	499	23	21	14	51	63	39	18	8	14	8	9	33
Female	27	444	38644	100	100	99	489	473	500	15	19	12	31	32	19	38	40	49	15	9	19
Male	35	471	40236	100	100	99	488	474	497	10	22	15	29	25	19	55	48	46	6	5	20
African American	--	16	4087	--	100	99	--	468	481	--	27	20	--	27	24	--	45	45	--	0	11
Hispanic	58	865	31938	100	100	99	489	474	481	13	20	19	30	29	25	46	44	46	11	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	28	36483	NC	97	99	NC	475	517	NC	19	7	NC	33	13	NC	43	51	NC	5	30
Students with Disabilities	NC	104	10664	NC	100	100	NC	399	430	NC	55	42	NC	30	27	NC	15	26	NC	0	5
Students without Disabilities	56	814	68310	97	100	98	493	483	509	12	16	9	24	28	18	53	48	51	12	8	22
Limited English Proficient Students	31	507	12573	100	100	100	481	464	454	16	24	27	34	31	30	41	40	38	9	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	62	899	38679	100	99	96	489	477	483	12	21	20	30	29	25	47	44	45	11	7	10
Non-Economically Disadvantaged	--	19	40295	--	0	100	--	193	513	--	30	7	--	20	13	--	40	50	--	10	30

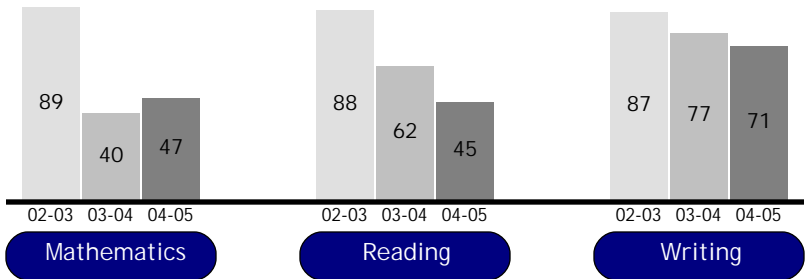
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	917	78908	100	0	99	471	460	484	16	17	10	39	36	23	40	44	58	5	3	9
All Students (Prior Year)	64	890	76020	100	100	100	491	489	503	51	46	25	31	24	23	15	27	40	3	3	12
Female	27	445	38648	100	0	99	473	465	489	19	15	8	31	32	22	46	49	61	4	4	10
Male	35	471	40233	100	0	99	470	455	479	13	19	12	45	39	25	35	39	55	6	2	8
African American	--	16	4092	--	0	99	--	460	473	--	18	12	--	27	28	--	55	54	--	0	5
Hispanic	58	866	31940	100	0	99	470	460	465	17	17	16	39	36	32	39	44	49	6	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	28	36502	NC	0	99	NC	466	502	NC	10	4	NC	48	14	NC	43	67	NC	0	15
Students with Disabilities	NC	104	10665	NC	0	100	NC	389	423	NC	46	30	NC	43	36	NC	11	31	NC	0	2
Students without Disabilities	56	815	68312	97	0	98	478	469	493	10	14	7	39	35	21	45	48	62	6	3	10
Limited English Proficient Students	31	507	12556	100	0	100	459	448	436	19	21	24	50	42	40	28	36	35	3	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	62	900	38662	100	0	96	471	463	468	16	17	16	39	36	32	40	43	49	5	3	3
Non-Economically Disadvantaged	--	19	40315	--	0	100	--	191	498	--	20	5	--	10	15	--	70	66	--	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	915	78750	100	100	99	485	488	500	4	5	6	51	35	29	42	60	63	4	1	2
All Students (Prior Year)	64	888	75673	100	100	100	482	508	530	21	12	12	38	32	25	41	55	58	0	1	4
Female	27	444	38586	100	100	99	490	496	515	4	5	4	42	26	22	50	68	71	4	1	3
Male	35	470	40135	100	100	99	481	480	486	3	6	8	58	43	35	35	51	56	3	0	1
African American	--	16	4081	--	100	99	--	482	488	--	0	8	--	55	32	--	45	59	--	0	2
Hispanic	58	864	31841	100	100	99	486	488	483	4	5	8	50	34	36	43	60	55	4	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	28	36440	NC	97	99	NC	483	516	NC	10	3	NC	43	22	NC	48	71	NC	0	4
Students with Disabilities	NC	104	10622	NC	100	100	NC	408	415	NC	9	21	NC	67	50	NC	22	28	NC	1	1
Students without Disabilities	56	813	68196	97	100	98	490	498	513	4	5	3	45	30	25	47	64	69	4	1	3
Limited English Proficient Students	31	505	12504	100	100	100	476	477	451	3	7	12	66	39	44	28	54	43	3	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	62	898	38558	100	99	96	485	492	485	4	5	8	51	35	37	42	59	54	4	1	1
Non-Economically Disadvantaged	--	19	40260	--	0	100	--	185	514	--	0	3	--	30	21	--	60	72	--	10	4

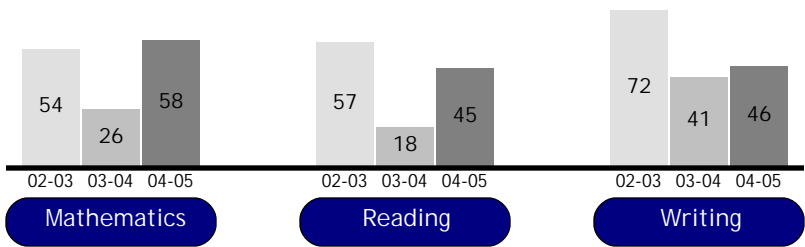
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	41	35	50	96	42	NA	58	100	37	34	47
	Language	97	26	24	43	97	24	33	50	100	47	41	47
	Mathematics	97	33	44	57	97	40	46	64	100	31	37	50
3	Reading	98	30	24	47	94	31	NA	55	100	27	28	44
	Language	98	47	39	54	100	47	55	61	100	37	32	44
	Mathematics	98	50	40	54	100	33	57	61	99	34	40	51
4	Reading	97	23	25	52	97	35	NA	56	100	34	33	48
	Language	99	28	28	48	97	41	39	52	100	36	36	49
	Mathematics	99	36	33	57	97	40	48	61	100	41	43	53
5	Reading	100	27	23	50	98	23	NA	55	100	40	35	50
	Language	100	35	28	46	100	34	34	49	100	41	37	50
	Mathematics	100	57	38	57	98	50	42	63	100	44	36	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Esperanza Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Goals/School Improvement
- Ü Budget
- Ü School Safety Issues
- Ü Standard-based Instructional Programs
- Ü Assessment
- Ü Parent Involvement/Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	32%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Media Center/ Library
- Ü Mobile Mini Computer Lab

Extracurricular Activities

- Ü Esperanza Student Council
- Ü Yearbook Club
- Ü After School Sports Program
- Ü 21st Century Grant After School Academic
- Ü 21st Century Grant Enrichment Classes

Social Services

- Ü Lunch/Breakfast Programs
- Ü Adult ESL Classes
- Ü Academic Tutoring
- Ü Operation School Bell
- Ü Enrichment Classes
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The site team has worked with West ED to develop a comprehensive three year plan to increase student achievement in reading, increase parent education programs and to provide effective sheltered English instruction for English language learners.
- ü Esperanza's professional and paraprofessional staff provide ESL, Family Library nights and bimonthly Parent meetings for each grade level to discuss our instructional focus with an emphasis on increasing student achievement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff and student safety is a priority at Esperanza Elementary School. All staff are responsible for maintaining a safe and orderly learning environment. A Safety Team regularly assesses the campus for items that endanger the safety of our staff and students. Fire and lockdown drills are completed on a regular basis. A half-time nurse and counselor regularly instruct classes on topics of health and well being.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Amanda Guerrero	(602) 442-2800
Transportation Policy	Antonio Mlynec	(602) 484-4700
Community Resources	JoAnn Valdez	(602) 442-2800
School Nutrition Programs	Sofia Duarte	(602) 442-2800
Parent Organization	JoAnn Valdez	(602) 442-2800
Student Health/Nurse	Rachel De La Huerta	(602) 442-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.